



Stilgebauer Award 2010 – Application Form

Please provide the information below. This application form needs to accompany the Project Summary for the project to be considered for a Stilgebauer award. Individuals or teams may complete the required information for their own project(s) or for another teacher or group's project

Project Name: <u>Cinnamon Bear iMovie</u>	
School Regional Area	<input checked="" type="checkbox"/> North Cook <input type="checkbox"/> South Cook <input type="checkbox"/> West 40
District Name	<u>Northbrook School District 28</u>
District No.	<u>28</u>
Name(s)-Teams with up to 5 members will be accepted! Include all names.	Email Address(s)
* <u>Luanne Kowalke</u>	* <u>lkowalke@northbrook28.net</u>
*	*
*	*
*	*
*	*
School Name	<u>Greenbriar School</u>
School Street Address	<u>1225 Greenbriar Ln.</u>
School City, State, Zip	<u>Northbrook, IL 60062</u>
School Phone Number	<u>847-498-7950</u>
If you are providing information to nominate another teacher or group, please provide your information below (if different from those named above).	
Nominator's Name	
Nominator's Phone #	
Best Contact Time	
Nominator's Email	

Please attach the Project Summary to this form and send to Learning Technology Center One Central at 2701 W. Washington Blvd., 2nd Floor, Bellwood, IL 60104

Luanne Kowalke
Northbrook School District 28
Greenbriar School

Project Descriptive Title: *Cinnamon Bear* iMovie

Project Abstract: Students listened to the 1937 radio show *The Cinnamon Bear*, learned how to identify important information, and, using a flow chart, learned how to take concise notes. Students then worked in teams and used their notes to recreate the story in script format, episode by episode. Finally, students used KidPix and iMovie to create a 26-episode movie of *The Cinnamon Bear*.

Grade Level: This project was done in a third grade classroom, but could be modified to meet the needs of many grade levels.

Subject Area: This project integrated literacy, social studies, art, and technology

Technological resources used: Students used a variety of technology tools throughout this project. Initially, students listened to each episode of *The Cinnamon Bear* either by CD on a CD player or through the *Radio Lovers* site (<http://www.radiolovers.com/pages/cinnamonbear.htm>). After taking notes and working collaboratively to write scripts, students worked individually in KidPix 3X to create an artistic 3 slide rendition of an episode. Students imported these images into iMovie HD, added sound using headset microphones, and saved, stored, managed, and accessed all of their files using district servers and iMacs. At the end of the project, a digital video camera was used to capture student reflections about the process of listening, learning and creating throughout *The Cinnamon Bear* project. These reflections were added to the end of the student created iMovie.

Other material used: Students were taught how to use the Flow Chart *Thinking Map*. They used traditional school supplies to create mobiles using artistic renditions of the characters, and movie covers for the jewel case of their movie.

IL Learning Standards:

STATE GOAL 1: Read with understanding and fluency.

1.A.2b, 1.B.2a, 1.C.2a, 1.C.2b, 1.C.2d,

STATE GOAL 2: Read and understand literature representative of various societies, eras, and ideas.

2.A.2a, 2.A.2b, 2.A.2c, 2.B.2a

STATE GOAL 3: Write to communicate for a variety of purposes.

3.A.2, 3.B.2a, 3.B.2b, 3.B.2d, 3.C.2a

STATE GOAL 4: Listen and speak effectively in a variety of situations.

4.A, 4.A.2a, 4.A.3a, 4.A.4a,

4.A.1b, 4.A.2b, 4.A.4b, 4.A.5b

4.A, 4.A.2c, 4.A.3c, 4.A.4c

4.A.1d, 4.B.4.B, 4.B.3a, 4.B.4a

STATE GOAL 5: Use the language arts to acquire, assess and communicate information.

5.C.2a

NETS Learning Standards:

1. Creativity and Innovation: a, b
2. Communication and Collaboration: a, d
4. Critical Thinking, Problem-Solving & Decision-Making: b
6. Technology Operations and Concepts: b, d

Process: Students listened to the 1937 radio show *The Cinnamon Bear*. While listening, students worked in small groups to determine important events in the story, analyze characters, infer, summarize, and sequence events. After the story was complete, each student was given an episode to recreate via KidPix 3X and iMovie. They worked with the students who had episodes before and after them to decide if the recreated story made sense, if the graphic illustrations appropriately communicated the events in the story, and if their scripts were complete. After making their KidPix slides, students saved them as jpegs and exported them into iMovie where they were responsible for creating titles and choosing transitions. Students modeled the use of headset microphones and how to record and lock their scripts to the appropriate slides. Throughout the entire process, students were responsible for decision-making, mentoring peers, and problem-solving as they worked through the complex process of creating iMovies. All iMovies were compiled into a single movie, which was then shown at a “viewing party” which included parents, siblings, and 1st grade buddies; this provided an authentic audience for all of the students’ hard work.

Integration: Working through the process of *The Cinnamon Bear* was transformational for the students. Where many students had been passive, often asking for teacher guidance every step of the way, students emerged as independent, self-directed learners who mentored one another, took responsibility for their work, problem-solved, and thought about information critically. The students were required to work throughout Bloom’s Taxonomy, with the majority of the time spent on applying, analyzing, evaluating, and creating. The nature of their learning was such that it impacted them in a positive way throughout the rest of the year, and all future projects were approached with a sense of purpose, urgency, and dedication.

Reflection: I loved that this project so deeply impacted student learning. It is a project in which all children can succeed, but also one that stretches even the most advanced learner. The students so enjoyed the medium of the radio program that they barely realized they were learning and assimilating so much information at one time. This project reinforced for me the importance of allowing time for students to talk about their learning, collaborate as they think critically, and mentor one another. I also realize that many students who traditionally have lagged behind their peers can be shown how to mentor others when everyone is learning a new skill in technology; this bolsters self-esteem for students who might otherwise feel inferior to their peers. The motivation of an authentic purpose spurred children to create projects in which they were deeply invested and excited about presenting, and because of this process, they emerged better thinkers. Consistently, students have told me it is the best project they have ever done. Based on the results of student learning, I would have to agree.